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ABSTRACT

Many children enter school demonstrating excessive aggressive and impulsive behaviors, causing classroom disruption and interpersonal conflict. This intervention was designed to help first graders achieve social competence through conflict resolution training, problem solving, and anger management techniques to reduce aggressive and impulsive behaviors. Seven target students were identified based on observation of physical contact, calling out, and invasion of others' personal space during seatwork activities, in lines to and from special classes and lunch, and during large group instruction. The 13-week intervention, the "Second Step" program, was a developmentally appropriate, multisensory program focusing on empathy training, impulse control, and anger management. Lessons included role playing activities, games, discussions, storybooks, and suggested activities and literature for parents. Student progress was monitored through daily observation checklists for specific behaviors, periodic observations of problem-solving skills, and pre- and post-intervention interviews on identifying emotions, problem-solving skills, and anger management. One of the seven students moved from the school during the intervention. On the post-intervention interviews, five of the target children were able to identify a problem involving classroom conflict, and three could provide at least one solution to the problem. Five of the students reduced their aggressive and impulsive behaviors by at least 20 percent from baseline data. Five of the students were able to describe physical signs of anger and state three ways to reduce angry feelings. All students were able to identify all six emotions on the post-intervention interview. (Twenty-three appendices include data collection forms, results, and sample letters to parents. Contains 61 references.) (KB)

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ACHIEVING SOCIAL COMPETENCE IN FIRST GRADERS THROUGH A CONFLICT RESOLUTION AND ANGER MANAGEMENT PROGRAM

by

Linda Renicks

Gainesville, Florida

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A practicum Final Report submitted to the faculty

of the Fischler Graduate School of Education and Human Services

of

Nova Southeastern University

in partial fulfillment of

requirements for

the degree of

Master of Science

June 30, 1999

PS 028325

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Abstract

Achieving Social Competence in First Graders Through a Conflict Resolution and Anger Management Program.

Renicks, Linda, 1999, Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.

Descriptors: Violence Prevention/Conflict Resolution/Anger Management/Social Skills Training/Second Step Program.

This program was implemented to help first graders achieve social competence through conflict resolution training, problem solving and anger management techniques to reduce aggressive and impulsive behaviors. The objectives for the program were to provide at least two different solutions to resolve common classroom conflicts; to have at least four members of the target group reduce aggressive and impulsive behaviors by 20% from baseline data; to have the target group describe the physical signs of anger and name at least three anger reduction techniques; and to identify at least five of six emotions. Two objectives were met. However, improvement was made in all areas. Eighty-three percent of the target group identified a problem, and 50% could provide at least one solution. The objective for anger management was met by five of six students.

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Practicum students in Nova Southeastern University's GTEP programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity reported in the accompanying document. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum title: Achieving Social Competence in First Graders Through a Conflict Resolution and Anger Management Program

Student's name: Linda Renicks

Completion date: April 9, 1999

Project site: Terwilliger Elementary School, Gainesville, FL

Mentor's name: Robert Griffin Robert Griff
signature

Mentor's position at the site: Principal

Phone #: (352) 955-6717

Comment on impact of the project (handwritten):

I was invited on a number of occasions to observe the activities associated with this project. I was impressed when the Teacher allowed the class to do "role playing". The project was a success because students who previously displayed inappropriate behavior were able to use better management skills.

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CHAPTER I

Purpose

The setting for this practicum was an elementary school located in north central Florida. The school was one of 23 elementary schools in the district. It was located approximately three miles from a major state university, and one-half mile from an interstate highway. When the school was built in 1964, it was surrounded by cow pastures. After that time many changes took place. Several fast food restaurants, other business establishments, and housing developments were built in the area. A major shopping center was built directly across the street from the school. Renovations had recently taken place to update the school facility and to accommodate the growing population.

Uniquely, the school housed a playground which was open to the public on weekends, holidays, and after school hours during the week. It was built by the community as a service project and was maintained by the school's Parent Teacher Association. It consisted of large wooden structures which interconnected to span approximately 30 yards by 40 yards. It contained a large number of structures, such as towers, slides, suspended bridges, platforms, tunnels, sandboxes, and large tires for climbing in and around. This area also included two swing sets, wooden picnic tables, and benches. All grade levels of students used the structure simultaneously. There were few interpersonal conflicts because of the variety of choices.

The school had a strong volunteer program, consisting of

elderly workers, university and community college students, and parents, all of whom number from 500 to 700 volunteers annually.

The school served 738 students in grades pre-k through five, including one pre-k special needs classroom. The number of boys was slightly lower than the number of girls enrolled. Approximately 10 percent (74) of the students were enrolled in the gifted program, five percent (35 students) were enrolled in ESE, seven and one-half percent (55 students) were enrolled in the speech/language program, and approximately 15 percent (112 students) were enrolled in the Title I program. The student body consisted of 29 percent African-American students, 58 percent White students, seven percent Hispanic students, five percent Asian students, two Indian students, and four Multiracial students. Students qualifying for free or reduced lunch comprised 51 percent, and as a result, the school was designated a Title I school for the following year. The school's mobility rate was 34 percent. Approximately 85 percent of the students were bused to school.

The school was staffed with 42 teachers, one administrator, a behavior resource teacher, one counselor, a curriculum resource teacher, one part-time nurse, and one part-time school psychologist. The racial composition of the faculty was as follows: White: 36 teachers (86 percent), African American: five teachers (12 percent), and Hispanic: one teacher. There were 40 female teachers (95 percent) and two male teachers (five percent). The degree level of the instructional staff is as follows: 17 teachers (40 percent) had bachelor's degrees, 22 teachers (52 percent) had master's degrees, two teachers (five percent) had

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specialist's degrees, and one teacher had a doctorate degree.

There were six first grade classes in the school, serving a total of 135 students. Three classes had approximately 24 students each. Two classes were set at 20 students.

The researcher in this project was new to the school and to first grade, with 20 years of teaching experience, including 13 years in kindergarten. There were 20 students enrolled in the researcher's class. Twelve students were males, and eight students were female. Fourteen students were White, five were African American, and one was Hispanic. Eight students qualified for the free and reduced lunch program.

The purpose of this practicum project was to reduce the number of aggressive and impulsive behaviors that caused daily interpersonal conflicts and classroom disruptions.

Problem Statement

Many children enter school without the skills necessary to build positive relationships. Some bring with them frustration and anger from problems within their homes. These children become at risk for negative interpersonal relationships, low self-esteem, and school failure. They are labeled "high risk" children and often demonstrate excessive aggressive and impulsive behaviors, causing disruptions in classrooms (Committee for Children, 1991). According to the Committee for Children, aggressive and impulsive behavior includes such actions as poking/pushing; a tendency to rush into things; negative and defiant behavior; and self-centered reactions to others, displayed by interruptions, blurting out thoughts, and irrelevant talk in conversations.

Classroom rules and procedures had been taught, along with

practice and role-playing activities in the beginning of the school year in the researcher's first grade class. However, these were not effective in preventing aggressive and impulsive behaviors for some children. Second Step was a comprehensive program designed to teach specific problem solving and anger management strategies that would reduce aggressive and impulsive behaviors and help students acquire social competence.

Target Group Selection

Data obtained from daily observations of the researcher's first grade class made throughout the school setting was used to select the target group. The data indicated three settings which needed attention: seatwork activities, line behavior (to and from special classes and lunch), and large group instruction, particularly during a 30 minute period on the carpet. Aggressive and impulsive actions were observed in the following behaviors: physical contact, including hitting/pushing/touching, calling out, and invading personal space (defined by the researcher as the immediate space surrounding a person). These behaviors were the most prevalent, causing daily conflicts to occur with inappropriate displays of anger and the inability to solve problems. The ultimate goal was to modify these behaviors by teaching strategies and techniques for problem solving and anger management.

The seven target students were chosen because they displayed consistent problems in the settings noted above. Data was collected for three weeks using a checklist during regular observations (Appendix A). Data was averaged for three weeks to obtain individual scores. This was done in order to get a better

picture of a student's overall behavior. One of the seven students, Student Three, moved immediately after week nine. Although group data and results will be shown without this student's scores, individual progress will be discussed for this student. Baseline data for six of the target students indicated 39 incidents of hitting/pushing/touching, 16 incidents of invading personal space, and 30 incidents of calling out, totaling 85, as shown in Table 1.

Table 1

Baseline Data Collection Totals

Student	Hit/Push/Touch	Personal Space	Calling Out
1	13	4	13
2	6	4	2
4	8	2	9
5	4	3	3
6	4	2	2
7	4	1	1
Total	39	16	30

A checklist of social attributes, developed by Diane McClellan and Lilian G. Katz was used, in addition to the observation checklist, to gain further information (Appendix B). According to McClellan and Katz, "The attributes in the checklist indicate social growth if they usually characterize the child" (McClellan and Katz, 1991, p. 10). The authors stated that if the child is having problems with many of the items listed, it is an indication that the child needs strategies that will help him/her overcome these difficulties and develop social competence. The

McClellan and Katz checklist included three areas: individual attributes, social skill attributes, and peer relations. When using the McClellan and Katz checklist, a need for strategies, especially in the area of social skills, for students One through Five was indicated. Students Six and Seven were deficient in only a few items (Appendix C).

The original target group consisted of one African American female, one Hispanic female, two African American males and three White males. One student was seven years old. The remaining students were six years old. Four students received free lunch. Three students lived with both parents. Three students lived in single parent homes. Four students were enrolled in After School programs, and three students rode a school bus home. Three students were enrolled in Title I, and one student was also enrolled in a speech/language class. One student had eight behavior referrals from the beginning of the year to the start of implementation of the project and 11 referrals in kindergarten. Interventions to improve this student's behavior were completed during the fall. However, improvement was not achieved. The student was referred for evaluation by the school psychologist for possible placement in the Exceptional Student Education program.

Outcome Objectives

The following outcome objectives were used for this practicum:

1. After twelve weeks of participation in the Second Step program, the target students will provide at least two different solutions to resolve common classroom conflicts. This will be measured by individual interviews (Appendixes D and E).
2. After twelve weeks of participation in the Second Step program, the number of aggressive and/or impulsive actions by at least four of the seven target students will be reduced by 20 percent, as measured by an observation checklist (Appendix A).
3. After twelve weeks of participation in the Second Step program, the target students will describe the physical signs of anger and name at least three ways to reduce angry feelings, as measured by individual interviews with the researcher (Appendix F).
4. As a result of participation in the Second Step program, the target students will identify five of six emotions, when shown pictures from pages 100-101 of the Second Step Teacher's Guide, during individual interviews with the researcher.

CHAPTER II

Review of Research and Planned Solution Strategy

Erik Erikson's theory of child development stated that trust is the first stage of a child's life and takes place in the first year of life (Santrock, 1996; Wallach, 1994). This sets the stage for how a child perceives himself and the world. According to Erikson, the child begins to develop autonomy or a sense of independence from approximately one to three years of age. During the preschool years, the child develops a sense of responsibility, Erikson's third stage of development, which is initiative.

Some factors influencing a child's development are inherited; for example, temperament and disposition, relationships with parents and others in the environment, living conditions, health, and culture (Crosser, 1997). Building trusting and loving relationships within the family unit leads the way for a child to build self-confidence and become autonomous and ready to practice newly acquired skills "such as walking, jumping, and climbing" (Wallach, 1994, p. 1). During the preschool years, the child begins to form relationships outside the family unit.

Bailey and Osborne (1993) stated, "Children with secure attachments have been found to display more competence and more ability to problem-solve and to seek assistance from an adult when needed" (p. 5). Self-control, an important element in gaining social competence, is related to early attachments. Bailey and Osborne defined self-control as "the ability to delay an action

upon request and behave according to social expectations" (p. 5). Katz and McClellan (1991) defined social competence as "the ability to initiate and maintain satisfying, reciprocal relationships with peers" (p.3). They stated that how a child gets along with other children is the "single best predictor of adult adaptation" (p. 2). They also stated, "unless children achieve minimal social competence by about the age of six years, they have a high probability of being at risk throughout life" (p. 2).

Children construct knowledge and develop ideas through personal experiences, observations of adult behaviors, and interactions with their surroundings (Schulte, 1996). They learn to resolve conflicts in the same way. Role models provide an important link in helping children form ideas. Additionally, children need opportunities to interact and play in order to develop skills in resolving conflicts (Carlsson-Paige & Levin, 1992b, 1992c; Katz & McClellan, 1991). For some children appropriate role models and opportunities for these interactions are not available, leaving them without the tools needed to develop skills for positive relationships. Busy lifestyles, turmoil from broken homes, and inattentive parents are just a few causes for these missed opportunities. Violence within the home and neighborhood causes a multitude of stumbling blocks for children. According to Wallach (1993), violence is "epidemic in the United States" (p. 4). It comes in many forms, including child abuse, domestic conflicts, gang fighting, and other community violence, including drugs and thefts (Wallach, 1994). According to the Children's Defense Fund (1998), the number of children reported abused or neglected in 1998 alone was 8,470.

The Children's Defense Fund also reported 14.5 million children living in poverty in the United States in the year 1998, and 2,340 babies born into poverty the same year. Children raised in poverty stricken neighborhoods and those living in abusive environments, broken homes, or homes that lack parental guidance and attention may never see adults modeling appropriate ways to resolve conflicts. Children use aggression and other inappropriate means of dealing with conflicts because they are either unaware of options, afraid to use alternatives because of pressure from others to act in a certain manner, or because there is no consideration for the way their behavior affects others (Dill & Haberman, 1995; Kamii, Clark & Dominick, 1995). Some children even develop a sense of guilt, thinking they are responsible for the conditions around them. Living with uncertainty and fear leaves children feeling that they have no control over their lives. Traumatic experiences can cause regression. All of these factors interfere with normal development, hinder autonomy, and put children at risk for acquiring violent behaviors (Wallach, 1993).

Anger, which is a natural emotion, can negatively affect a child's growth and development if he does not learn to express and manage it in a positive way (Kreidler, 1996; Wallach, 1993). Marion (1997) defined anger as "an affective or arousal state, or a feeling experienced when a goal is blocked or needs are frustrated" (p.2). She described anger as having three components: the emotion itself, anger expression, and understanding of anger. Anger expression can take place in various ways. Some children express anger through facial expressions, crying, or pouting, while others speak or act out to defend their rights or their

positions. Some children express anger through aggressive actions. The third component, understanding, interpreting, and evaluating the emotion is an important element in regulating angry feelings.

Anger develops to such an intense level in some children that it can become part of their personalities, causing difficulty in controlling behavior and increasing the risk for using violent actions (Wallach, 1994). Violent behavior in children can be seen through name calling, bullying, intimidation "with looks, actions, verbal threats, and open defiance" (Roper, 1998, p. 366). Each of these affect children's abilities to get along with others.

Mass media has had an impact on children everywhere. The United Nations Educational Scientific and Cultural Organization (UNESCO)(1998) conducted a study of media violence and children that involved over 5,000 students in 23 different countries around the world. Results of the study indicated that television "has become a major socialization factor and dominates the life of children in urban and rural areas, which have been electrified, around the world" (Groebel, 1998, p. 217). Globally, children spend an average of three hours per day watching television. This and other forms of media (video games, movies, and computers) have been responsible for an increase in exposure to aggressive actions. Heroes are seen as those who gain power, control, and prestige through aggressive and violent actions (Groebel, 1998).

Deregulation of children's television by the Federal Communications Commission in 1984 made it possible for violent cartoons and toys to be marketed through television. The creation of super heroes, such as the Teenage Mutant Ninja Turtles, and more recently, Power Rangers, who were not simply cartoon

characters, but people portraying these characters, have added to the problem. They, too, gain power and prestige through violence (Carlsson-Paige, & Levin, 1992a; Levin, & Carlsson-Paige, 1995). While aggressive behavior patterns in children are directly related to environments in which circumstances present problems that lead to aggression, there is also a correlation between media violence and real violence (Groebel, 1998). According to Levin and Carlsson (1995), Power Rangers brought more acts of violence than seen on previous shows. In their study, they found that teachers' concerns about Power Rangers were the negative impact they had on children in the classroom. Through children's imitations, levels of violence increased, while creative play decreased. Other concerns from teachers were children's obsessions with Power Rangers, the influence of Power Rangers on children's social behavior, and difficulty realizing the difference between reality and fantasy.

Graphic video games, such as *Mortal Kombat*, invite children to kill the opponent through dismemberment and decapitation. The game, *Lethal Enforcers*, allows children to choose their weapons from a list and description of each, including shotguns, automatic weapons, assault rifles, grenade guns, and handguns (Klemm, 1995). Exposure to violence through mass media leaves children in danger of developing violent behavior patterns in much the same way as living in poverty stricken neighborhoods or in abusive and other undesirable conditions. In addition, violence through entertainment provides models that teach children that aggression and violence are acceptable (Carlsson-Paige & Levin, 1992a).

Whether the reasons are living conditions, lack of positive

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family relationships, or the influences of the media, the fact is that many children today are missing important opportunities to interact and play with others and to learn to resolve conflicts on their own (Carlsson-Paige & Levin, 1992b). It is not surprising that many children are entering schools unprepared for the challenges they face and are unable to interact and resolve conflicts positively. Classrooms are filled with diversity as children from varying backgrounds and different stages of development enter schools. Cultural differences and background experiences impact social interactions. Some children come to school filled with apprehension about uncertainties within their homes. Others are simply too tired, hungry, or uncomfortable from lack of suitable clothing to turn their attention to the daily activities of school, which is the primary social setting for many children (Horton, 1996). Children who have difficulty in social settings, who cannot initiate or maintain personal relationships, and who are rejected by peers are at risk for difficulties in social situations in later life (Katz & McClellan, 1991).

Curwin (1995) stated, "Children in schools at all grade levels seem to be more disruptive with less internal control" (p. 72). According to Dusenbury, Falco, Lake, Brannigan, and Bosworth (1997), violence is related to certain personal characteristics, such as impulsiveness, lack of self-control, lack of social skills, and rejection by peers prior to adolescence. The habits, attitudes, behavior patterns, and reputations that children develop are likely to follow them from preschool through middle childhood and even adulthood. Katz and McClellan (1991) referred to this as the recursive cycle, which, according to their

definition, means, "once individuals have a given behavior pattern, responses to them tend to elicit more of that behavior" (Katz & McClellan, 1991, p. 11). They stated that individuals who are "friendly, likeable and attractive" (p. 11) tend to receive positive responses from others, while individuals who are "unattractive, unfriendly, and difficult to approach" (p. 11) tend to be neglected or rejected by others. Habits become so ingrained that behaviors occur naturally. The recursive cycle is difficult to break, and children cannot do this alone (Katz & McClellan). However, negative behavior patterns can be changed with the help of adults. While early life experiences do affect children, they can overcome problems stemming from those experiences through the guidance of teachers and other child care professionals (Wallach, 1993). Teachers must intervene and help children develop positive behavior patterns.

Schools can empower students to solve problems independently by teaching them the skills necessary to resolve conflicts peacefully (Johnson, D. W., Johnson, R. T., Dudley, & Burnett, 1992). Conflict resolution training is essential in violence prevention. Children need to be equipped with a variety of strategies to use in gaining positive outcomes. The first step is providing a safe environment in which caring teachers consistently model the desired behaviors (Brentro & Long, 1995; Dill & Haberman, 1995). A constructivist approach in classrooms promotes autonomy by enccuraging children to use critical thinking skills, exchange ideas, create and enforce their own rules, and make decisions (Kamii, Clark, & Dominick, 1995). According to Kamii, Clark and Dominick, "Autonomous children--those who can govern

themselves, deal effectively with conflicts, and treat others the way they want to be treated--do not resort to violence" (p. 12).

Literature connections to topics and themes provide another strategy for teaching values and promoting positive social behavior (Lamme & McKinley, 1992). Many children's storybooks have themes involving emotions and moral issues. Through literature, children can identify with characters and build critical thinking skills, while discussing cause and effect relationships, problems and solutions, and evaluating the actions of characters.

According to Brentro and Long (1995), early intervention, identifying children at risk for violence, and providing training and mentoring for those children and their families is an important preventative measure. They stressed the need to target school bullies and stated that without interventions, 40 percent of childhood bullies will become adult felons.

The Office of Juvenile Justice and Delinquency funded 18 school-based violence prevention programs during the 1980s. Results of the study showed that target schools became safer, indicating that violence prevention programs can be effective. However, the effectiveness of the programs varied. (Dusenbury, et al., 1997).

There are a multitude of violence prevention programs available today. Some are more effective than others. D. W. Johnson, Professor of Educational Psychology, and R. T. Johnson, Professor of Curriculum and Instruction (1995) recommended six principles that schools should follow in order to provide quality educational programs in a nonviolent atmosphere. Their first principle maintained that schools must provide training in

conflict resolution, rather than provide short-term programs with no follow up. Secondly, teachers should not try to eliminate conflicts but to help students learn to resolve conflicts in positive ways. They stated that conflicts "can increase achievement, motivation to learn, higher-level reasoning, long-term retention, healthy social and cognitive development, and the fun students have in school" (Johnson, D. W. & Johnson, R. T. 1995, p. 64). Their third principle stressed that the best conflict resolution programs make the total school environment a cooperative learning community in which students are committed to nonviolence. Their fourth principle stated that schools must reduce factors that put students at risk for violent behaviors by emphasizing cooperative learning and encouraging lasting interpersonal relationships. Their fifth principle asserted the use of academic controversies to increase learning and build conflict resolution skills. Their sixth principle supported implementing a program that teaches the total student body how to resolve conflicts constructively. When the students have learned skills in negotiation and mediation, they can solve problems on their own and apply the skills in situations outside the classroom.

Dusenbury, et al. (1997) conducted telephone interviews with 15 experts on violence prevention in schools. The results of the interviews and a review of literature on the topic indicated nine key components of effective programs. Violence prevention programs should begin in the primary grades and continue across grade levels. They should include all students, as well as their families and the community. Interventions should be

developmentally appropriate. They should involve important social skills, including anger management, empathy training, identifying a problem in a conflict situation, listening, and communicating. Violence prevention strategies should involve students in cooperative learning, discussions, and role playing. Effective programs should be culturally sensitive and meaningful to those involved. Teachers should be trained in the use of programs and implement them accordingly. The school environment should support the program by instilling safety, providing a positive atmosphere, and implementing classroom management techniques that are appropriate and effective. Students and families need clear expectations, rules and consequences, and an understanding of acceptable behavior and behavior that will not be tolerated.

Some violence prevention programs are not effective because they may not focus on how they should be implemented, even though materials and lessons are provided. Programs that provide only information and short lessons with no instructions on how to use the skills, and those with no follow-up activities are also not effective (Johnson, D. W. & Johnson, R. T., 1995). The absence of a positive school climate, use of scare tactics, and introducing a program in a school that is too overwhelmed to make a violence prevention program a priority are other factors that can negatively affect violence prevention programs (Dusenbury, et al., 1997).

D. W. Johnson and R. T. Johnson (1995) developed an effective violence prevention program entitled Teaching Students to be Peacemakers. This research based program is a comprehensive total student training program. It was designed as a 12 year

spiral curriculum in which the negotiation and mediation procedures become increasingly more sophisticated. Both procedures are taught in specific steps that teach children what to do and how to do it. After students are trained, two students are chosen each day to be mediators. Becoming a mediator gives the student opportunities to use acquired skills in resolving conflicts. This continuous use and refining of skills helps the student learn to transfer the training to non-school settings.

The Second Step program is another research based violence prevention program. It was designed by the Committee for Children (1991), an international nonprofit organization located in Seattle, Washington. The series includes curriculum materials for grades pre-k through kindergarten, first through third, fourth through fifth, and the middle school grades. Its purpose is to help children reduce impulsive and aggressive behavior and achieve social competence. It uses three units to accomplish this goal: empathy training, impulse control, and anger management. The kit includes large picture cards, puppets, instructional posters, a cassette tape with songs to reinforce skills, and parent involvement. Lessons are taught through direct instruction, discussion, modeling, role playing, review, transfer of training activities, and related literature (Guerra, 1996).

Planned Solution Strategy

Negative behaviors and habits that put children at risk for developing violent behaviors can be changed through interventions that target the behaviors and teach alternatives (Katz & McClellan, 1991; Wallach, 1993). Conflict resolution training can teach necessary skills to solve problems peacefully and

independently (Johnson, D. W., Johnson, R. T., Dudley, & Burnett, 1992).

The target group of students in the researcher's class consistently demonstrated aggressive and impulsive behaviors and negative attitudes. Habits had been formed, and spontaneous reactions to interpersonal conflicts were unproductive. Interventions were needed to help these students develop pro-social behaviors and experience positive relationships that set the stage for lasting success.

The Second Step program was implemented with the researcher's entire first grade class for a 13-week period, during the second semester. This was a developmentally appropriate, multisensory program that provided the components needed to effectively help the target students acquire social competence (Dusenbury, et al., 1997; Guerra, 1996; Johnson, D. W. & Johnson, R. T., 1995). In addition, the non-target students learned to be responsive to others.

The program focused on three key units: empathy training, impulse control, and anger management. Empathy training taught students to understand others' feelings and points of view. The impulse control unit taught specific steps in solving problems, as well as the following behavioral skills to use in social situations: sharing, interrupting politely, joining in, trading, paying attention, and taking turns. Anger management taught students: to recognize the presence of anger, to reduce angry feelings, and to use the problem solving strategies to resolve conflicts. The target behaviors addressed in this unit included dealing with being hurt, name-calling, having things taken away,

and not getting what you want. There were a total of 27 lessons, which were presented sequentially. Two to three lessons were taught each week, depending upon the need for review and practice and the number of school days in the week. A time line for the program can be found in Appendix G. Approximately four weeks were spent teaching the 12 lessons in empathy training. Impulse Control had 10 lessons; however, more time (five weeks) was spent studying this unit because the skills were more involved. There were six lessons in the third unit, anger management, which were taught over a three-week period.

Role playing activities, games, discussions and storybooks were used to reinforce and review all lessons. Take-home letters were sent to families initially to introduce the program (Appendix H), and later, to keep them informed about the skills their children were learning, as well as to suggest activities and related literature (Appendixes K and L).

Culminating activities were held after units two and three (Appendixes I and J). There was also a culminating activity for completion of the Second Step program in which a short performance was held for the principal of the school. Details for these activities are discussed in the Methods chapter.

Student progress was monitored and checked through daily observation checklists for specific impulsive and aggressive behaviors (for 12 weeks), observations of the target children's use of problem solving skills during weeks three, six, nine, and twelve, and pre and post project interviews for identifying emotions, problem solving skills, and anger management. The interviews took place during week 13.

CHAPTER III

Methods

The Second Step Program was implemented over a 13-week period. Each lesson was taught during circle time in the afternoon, for a period of approximately 20 minutes. There were a total of 27 lessons divided into three units: Empathy Training, Impulse Control, and Anger Management. The units were taught sequentially with skills building upon each other. Two to three lessons were taught each week.

Each lesson card contained a photograph on the front, accompanied by a scripted lesson on the back. The lessons included warm-up activities, story and discussion, role playing and other activities, transfer of training activities for reinforcement of concepts and skills taught, and related book suggestions.

Role playing and other activities were carried out after each lesson, as well as in between lessons for reinforcement and review of skills. All literature shared with students throughout implementation of the program was placed in a basket for independent reading. Parent communication letters were sent periodically throughout the program.

Empathy Training

Empathy training was the first unit of the Second Step program. The goal of this unit was to increase children's ability to recognize others' feelings, take others' perspectives, and to respond empathetically to others. The Second Step approach

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maintained the concept that empathy skills can be taught and that gaining the ability to recognize, experience, and respect the feelings of others is a preventative measure against aggressive and impulsive behavior.

There were twelve lessons in unit one, and the students were expected to identify feelings of others and use the skills learned in the unit to help them make appropriate choices in problem situations.

Week 1.

Three lessons from unit one were taught during the first week, using lessons cards one through seven. The first lesson "What is Second Step?" was an introduction to the program. Rules for group behavior were established during this lesson. The first parent communication letter was sent after lesson one (Appendix H).

Lesson two "Feelings" taught students how to identify three feelings: happy, sad, and angry. Large pictures of children depicting each emotion were included in the program. The lesson provided opportunities for students to practice the emotions and to discuss facial and body cues that are indicators of each emotion. The book, On Monday, When It Rained, by Cheryl Kachen Meister, was read. This book had very clear photographs, each one depicting a child expressing one of the emotions. The book was reviewed throughout the unit.

Lesson three "More Feelings" taught students to identify three other emotions: surprised, afraid and disgusted. Opportunities to practice the emotions and to discuss facial and body cues that usually accompany each one were provided. Feelings

were reviewed through informal situations during daily activities and through literature. The books, Feelings, by Aliki, and Perfect Pigs, by Marc Brown, were read and discussed.

Rules for group behavior were reviewed, and appropriate group behavior was recognized throughout the week. Role playing situations were provided to allow students to practice not only the six emotions, but situations in which a particular emotion might occur. Students responded well to role playing. The second parent communication letter was sent at the end of the week. Pictures of faces depicting each emotion were attached for use as flash cards to accompany suggested activities (Appendix K).

Week 2.

Two lessons were taught during this week. Lesson cards eight and nine were used. The objectives for lesson four "Same or Different" were to teach children to recognize physical and emotional similarities and differences between children, and that people can feel differently about the same situation.

The objective for lesson five "Feelings Change" was to teach children that their feelings about a situation may change. Discussion and role playing activities were used in which children would tell how they used to feel about a situation and how they feel now. Two books, Sisters, by David McPhail, and Kate's Quilt, by Kay Chorao, were read to reinforce lessons four and five.

Week 3.

Three lessons were taught this week. Lesson cards ten through twelve were used. The purpose of lesson six "If--Then" was to teach children to predict how others would feel as a result of their actions or another person's actions. The activity following

the lesson allowed students to practice facial and body movements to show a feeling while they role played situations with the concept of "if--then."

Lesson seven "Not Now--Maybe Later" helped children recognize that people may have different wants or likes and that a person's wants or likes may change. The follow-up activity for this lesson gave students the opportunity to think about and to discover that they like to do different things at different times, and that their feelings about a situation may change.

Lesson eight "Accidents" was particularly suited to this group of students. Aggressive reactions occurred frequently as a result of an accidental action by a student which affected another student. Students caught on quickly to the concept of accidental versus intentional actions.

The following books were read and discussed during the week: Matthew and Tilly, by Rebecca Jones, The Very Busy Spider, by Eric Carle, Green Eggs and Ham, by Dr. Seuss, and Patience (Values to Live By), by Sandra Ziegler.

Week 4.

Three lessons were taught during week four. Lesson cards 13 through 15 were used. Lesson nine "What is Fair?" taught students to recognize the rights of others and offer a fair solution to problem situations. A follow-up activity was provided in which situations were posed and students had to decide whether the situations were or were not fair and why. Real classroom situations were used in addition to those provided in the lesson.

The objective for lesson 10 "I feel...when..." was to teach students to communicate their feelings to others by using an "I"

message. The lesson card depicted a situation that was a frequent occurrence in the researcher's class: Someone got in front of another child in line. Practice in stating feelings using "I" messages was provided in the follow-up activity. Students were encouraged to use "I" messages throughout the week as alternatives to aggressive and impulsive responses to another person's actions.

The focus of lesson 11 was listening skills: eye contact, showing interest by refraining from talk, and fidgeting while another person is talking. Listening skills had been addressed previously, and opportunities to practice these skills had been provided through think/pair/share activities with partners during other lessons. This lesson reinforced those skills and helped the students transfer their use in other daily activities.

Two important strategies for resolving conflicts were introduced. At this point in the year, many student responses to problems discussed had been, "They should talk it out." However, when asked to explain further or give examples, the students were unable to elaborate on the phrase. Emphasis was placed on the fact that "I" messages and listening to others were two steps to use in "talking it out."

The following books were used to review and reinforce the concepts taught: Just for You, by Mercer Mayer, Jamaica's Find, by Juanita Havill, and Strega Nona, retold by Tomie de Paola. The song "How I Feel" from the Second Step kit was introduced and practiced during the week.

Impulse Control

Impulse control was the next unit in the second step program. The goal of this unit was to learn to stop and think

through a problem instead of acting spontaneously (on impulse). The researcher observed impulsive behavior occurring in each area addressed on the observation checklist (Appendix A). Two important strategies for reducing impulsive and aggressive behavior in children were taught: problem solving to use in interpersonal conflicts and behavioral skills for social behaviors, such as joining in, sharing, taking turns, trading, paying attention, and interrupting politely (what to do and how to do it). Large picture cards from the kit were used to depict specific situations that frequently occur in daily activities. Problem solving cards included in the unit were displayed in the classroom as each of the strategies were taught.

Week 5.

Lesson 12 "I Care," the last lesson in empathy training, and the first two lessons from unit two were taught during week five. Lesson cards 16-19 were used. The objectives for lesson 12 were to teach children to let someone know they care about them by verbal expression (telling them) and by demonstrating helping behavior. Students were recognized throughout the week when acts of caring were shown. The following books were read to reinforce this lesson: George and Martha, by James Marshall, What's Claude Doing?, by Dick Gackenbach, and selections from Frog and Toad Are Friends, by Arnold Lobel.

The objectives for the first lesson in unit two, impulse control, were to teach students to identify a problem in a given situation and to give examples of problems they might have with other people. Two puppets were used to introduce the unit: Impulsive Puppy and Slow-Down Snail.

The students were excited to meet Impulsive Puppy. However, they decided he was rude and had bad manners because, as he greeted them, he barked at them, pulled their hair, wagged his tail in their faces, and licked them in the face. Slow-Down Snail was introduced next, with the puppy barking and sniffing at him. Slow-Down Snail taught Impulsive Puppy to "slow down, stop, and think." Lesson one continued with a discussion about Impulsive Puppy's problem and similar problems the students had experienced with other children.

Pictures from the problem card set in the Second Step teacher's guide were used in a follow-up activity. Various students were asked to pull a card and show it to the class. Students had to determine whether or not the picture on the card depicted a problem situation.

The book, Learn the Value of Self Control, by Elaine P. Goley, was read to help students understand impulsive behavior and the term, *self-control*.

Lesson two "What Is The Problem?" taught students the first step to solving a problem, which is identifying the problem in a given situation using their eyes and ears, as well as by asking questions. The New Girl At School, by Judy Dalton, and Six Crows, by Leo Lionni, were read, and students were asked to identify the problem in each. The problem solving card for step one "What's the problem?" was displayed.

Week 6.

A parent communication letter was sent at the beginning of the unit to introduce unit two. A list of books for parents was included (Appendix L). Two lessons were taught during week six.

Lesson cards 20 and 21 were used. Impulsive Puppy and Slow-Down Snail were used to introduce lesson three "What Can I Do?." Their purpose was to help students realize that it may take time to learn something new. The objectives for lesson three were to help children see that there can be several solutions for a problem and that solutions should be evaluated for consequences. The second problem solving card "What Can I Do?" was displayed.

Impulsive Puppy and Slow-Down Snail were used to encourage children to slow down, stop and think (use self-control) at various times during the week, such as, waiting for the signal before walking, rather than running, to their destination, and waiting to be called on, rather than calling out. The Child's World of Self-Control, by Henrietta Gambill, was read and discussed. This book gave very simple, clear examples of self-control in real life situations for this age group. After reading the book, a think/pair/share activity was conducted in which partners shared their own ideas about situations in which they had to use self-control. Following this activity, a class book was made (Appendix M). Each student completed a sentence, "Self-control is...," and illustrated the page. A few of the target students needed extra help in expressing their ideas for self-control.

Lesson four "Choose an Idea" taught the students to choose an idea to use in solving a problem and how to ask to play with another child or children (join in). They learned the steps to take in order to join in, rather than rudely barging in. This was an excellent lesson for shy children, as well as aggressive children, who may not have the verbal skills necessary in a social

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situation.

The problem solving card for step four "Choose an Idea and Use It" was displayed. Role playing activities were used to give children opportunities to practice the three steps. This also helped children already involved in an activity learn to respond to a person who is trying to join in.

Week 7.

The week began with a literature experience. Selections from a book, I Want It, by Elizabeth Crary, were read and discussed. The book provided problem situations and gave students opportunities to review the first three problem solving steps learned in previous lessons: identifying a problem, brainstorming ideas to solve the problem ("What can I do?") and choosing an idea. The book served as a good review of feelings, as well as consequences for actions.

Two lessons were taught during week seven, using lesson cards 22 and 23. Students learned a new song, "Work It Out," from the Second Step cassette tape. They responded well to the song when they were allowed to move about and dance.

The objectives for lesson five "Is it working?" were to teach students to evaluate whether or not a given solution is working and to choose a different solution when one is not working. The problem solving poster for step five "Is it working?" was displayed at the end of the lesson. Role playing activities were used as a follow up. Children were given problems (for typical classroom situations, as well as some that might occur at home) and solutions that did not work. They were asked to use the term, "What else could you do?" out loud. Ideas were suggested by

students and discussed. This was a good lesson to help students realize there is more than one way to solve a problem and that it is okay to try something else, rather than give up or act inappropriately when one idea does not work.

Sharing was defined in the Second Step unit as playing with something at the same time as someone else. The lesson card for lesson six used a picture depicting a brother and a sister who wanted to play with the same thing. Students were first asked to identify the problem. (Some students had difficulty verbalizing the problem.) Next they were asked to name various solutions. These were listed on a chart as they were named. After ideas were listed, each one was reviewed and the question, "What might happen if...?" was posed and answered by students. Students were also asked to discuss why a person might want to share, and why not. They were asked to name things a person could do if the other person does not want to share, for instance, choose another activity or take turns. Students were taught what to do and say when they want someone to share. This lesson provided the words to use for students who might not otherwise be able to verbalize what they want.

The Hating Book, by Charlotte Zolotow, was read during the week. It was an excellent story to help children see the importance of expressing feelings and working out problems. Afterward, students discussed times when they have had problems that were similar to the problem in the book.

Overall, week seven began to show promising results of the Second Step program, as some target students, as well as non-target students, began to apply the skills they were learning. A

few students were very proud of themselves and shared with the researcher when a problem was solved using the skills. Another important improvement noticed in some situations was the ability to identify a problem.

Week 8.

Week eight began with a review of lesson six, "Sharing," from the previous week. Harriet's Halloween Candy, by Nancy Carlson, was read. The book gave a good example of another type of sharing besides what was learned in lesson six. Examples of different kinds of sharing were discussed. Lessons seven and eight were taught during the week, using lesson cards 24 and 25.

Lesson seven "Taking Turns" started with the song "Work It Out." The objective for this lesson was to teach children to wait for their turn in a given situation. In this lesson, students were asked to identify a problem and give ideas for solutions, which were listed on a chart. Each idea was then discussed, and the question, "What might happen if...?" was posed for each one. This lesson reinforced all steps to problem solving, as well as how to ask for a turn and what to do while waiting.

Impulsive Puppy and Slow Down Snail were used to introduce lesson eight "Trading." The lesson card displayed two children who wanted the same library book. As in previous lessons, students were asked to identify the problem. The lesson taught two important things to remember when wanting to trade: think about what the other person might like, and then ask to trade. The lesson also addressed how to find out what a person might like: by asking. The remaining selections from the book, I Want It, were read this week. Through this book, the students practiced

identifying a problem in a given situation and reviewed each of the problem solving steps taught in this unit. Problem situations involved sharing, trading, and taking turns. Emotions were reviewed through each problem situation, as students were asked to tell how each person might be feeling.

Throughout the week, interpersonal conflicts that had occurred at school were reviewed along with whether or not problem solving skills had been used. If skills had not been used, students were asked to determine what could have been done. Besides learning to identify a problem and provide solutions, one of the most important concepts for students to understand was the idea that there is more than one way to solve a problem, and different ideas should be tried before giving up.

Week 9.

The week began with children hearing the first section of the book, Every Kid's Guide to Decision Making and Problem Solving, by Joy Berry. The book defined the term *decision* and helped children understand how their actions and words can affect themselves and other people. By this point in first grade, the students had developed habits for their reactions to situations. These habits continued automatically. Even though students were able to state a problem and tell how they should have reacted, they were not using the skills during actual conflicts. Additional time was spent during the week discussing and practicing problem solving steps for common, daily conflicts. The researcher discussed with students how some behaviors occur from habit and that changing habits takes practice and self-control. The steps for the social skills of joining in, sharing, taking turns, and

trading were also reviewed.

Lesson nine and ten were taught using lesson cards 26 and 27. All steps for problem solving were used in these lessons, as they were in previous lessons.

Lesson nine "Paying Attention" began with a warm-up activity in which the students sang "Row, Row, Row Your Boat" in rounds. This was an excellent way to help children understand how difficult paying attention can be when others are talking. Several students became confused and irritated when they could not sing their part of the song, because it was too hard with others singing a different part. The objective for the lesson was to teach children to ignore distractions and continue with their activity.

Lesson 10 "Interrupting Politely" was the last lesson in unit two (Impulse Control). Impulsive Puppy and Slow-Down Snail were used to help students understand that there are times when a person may need to interrupt people talking. The objectives for this lesson were to teach children to wait quietly for a pause in conversation and demonstrate a polite interruption.

The following selections were read and discussed from a Time-Life book entitled, A Child's First Library of Learning: Feelings and Manners: "Do I Have to Share My Toys?," "May I Cut in Line?," and "Why Should I Listen to Adults?." Improvements were noticed this week in the target students' abilities to identify a problem during the lesson and role playing activities, as well as in interpersonal conflicts.

Anger Management

The Second Step approach to anger management is based on the

idea that feelings of anger are normal, but it is how a person deals with the emotion that can result in a problem. In defining anger management, Second Step clarified that anger does not always lead to aggressive behavior, and that acts of aggression are not always caused by anger. However, anger reduction is important in learning to deal with negative experiences and stress in a positive way. There were six lessons in unit three. The students were taught how to recognize the physical signs of anger and how to reduce angry feelings. Specific strategies for reducing anger were taught through calming down steps. Just as unit two provided steps for social behaviors, this unit taught children strategies to use in dealing with specific behaviors that commonly cause angry feelings: being hit, name-calling, having things taken away, and not getting what one wants.

Week 10.

A review of skills learned in units one and two took place at the beginning of week 10. Modeling and role playing activities were used for common conflict situations that were occurring with this group of children. In addition, situations using the lesson cards were reviewed. Throughout the week, emotions were reviewed. The Feelings Book, by Caryn Frye Boddie, provided excellent illustrations. A culminating activity for unit two took place when the students made posters for the social skills taught in the unit (Appendix I). They chose the social skill (joining in, sharing, trading, taking turns, paying attention, or interrupting politely) and worked with partners. The posters were shared with the class and later displayed in the classroom. The students were excited about making the posters and very proud of their results.

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Anger management was introduced during this week. Two lessons were taught, using lesson cards one and two. Lesson one "Am I Angry?" began with a warm up activity that used a sequence of cards depicting angry children ("A Little - A Lot") from the teacher's guide. The purpose of this activity was to help children see that there are degrees of anger. After identifying the feeling, *anger*, the group was asked to put the cards in order from the picture showing a little anger to the one that showed a lot of anger. They did this very well.

The objectives for lesson one were to teach children to recognize the physical signs of anger and to give reasons for controlling anger. An important part of the lesson was teaching students that feeling angry is okay, but how a person acts when he feels angry is important. Students had an opportunity to show how they look when they are angry and to talk about what happens to their bodies when they become angry. Students were asked to give "I feel" statements to tell about what makes them angry. The calming down poster number one, "How do I feel?," was displayed.

The objectives for lesson two "Calm Down" were to teach deep breathing, counting, and positive self-statements to reduce anger. The following techniques were taught through Impulsive Puppy and Slow Down Snail: take three deep breaths, count slowly to five, and tell yourself to calm down.

During the lesson, calming down step number five, "Talk to a grown up," was discussed, with the overall concept being that it helps to talk to someone about one's angry feelings. This lesson included the idea that some people like to be alone when they feel angry.

A review was held at the end of the lesson to reinforce the fact that angry feelings are okay, but it is not okay to hurt others when we are angry. The follow-up activity allowed for practice of the calming down steps. The five posters for the steps were displayed.

A variety of literature experiences were provided during the week. Every Kid's Guide to Decision Making and Problem Solving was completed. The following selections from A Child's First Library of Learning: Feelings and Manners were read and discussed: "The Importance of Thinking of Others" and "How Can I Help?." The book, Dina's Mad, Bad Wishes, by Barbara Joosse, was also read.

A parent communication letter was sent home listing each of the six social skills from unit two, along with steps to take in using each one (Appendix N).

Week 11.

Two lessons were taught during this week, using lesson cards 30 and 31. A parent communication letter introducing the unit was sent at the beginning of the week (Appendix O). During the early part of the week, a review of the first two lessons in anger management took place, along with role playing activities to practice using the techniques. Lesson three "Dealing with Being Hurt" taught students to respond to being hurt by first calming down and then giving an "I" message. This lesson also taught students what to do if they accidentally hurt someone (apologize and tell the person it was an accident). This was an important component of the lesson because part of the reason problem situations escalated was that some students in the group (both target and non-target) did not apologize or take responsibility

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for accidentally hurting another child. The objectives for lesson three were to have students describe the consequences of fighting back and to suggest alternatives.

There were opportunities for applying the skills for dealing with accidentally hurting others throughout the week, as accidental incidents were prevalent, especially while walking in line. However, applying the newly learned skill did not come easily. Each time a conflict of this nature occurred, the students involved were asked to talk about it, using the two skills (with guidance from the researcher).

The topic for lesson four "Dealing with Name-Calling" was of great interest. Two students started wearing glasses during the week. Additionally, two other target students had severe problems with being overweight. Thus, name-calling was a problem encountered by some students in the class. The objective for this lesson was to teach coping skills for dealing with name-calling and teasing. Impulsive Puppy and Slow-Down Snail were used to make the point that when name-calling hurts feelings, it should be stopped. During the lesson, students were asked to describe how it might feel to be called an undesirable name and to name ideas to use to solve the problem. Each idea was listed on a chart, and consequences of using each one were discussed. Three coping skills were taught for name-calling: calm down, give an "I" message, and say, "Stop it."

Later in the day, a modeling activity was staged. During a lesson, the curriculum resource teacher (CRT) came into class acting very annoyed with the researcher and called her an undesirable name. The three coping skills were demonstrated by the

researcher. This activity certainly got the attention of all students, even though most of them realized it was a pretend situation. The CRT discussed with the students that adults sometimes have the same kinds of problems and need to use these techniques as well.

Literature experiences for the week focussed on recognizing anger and acceptable ways to deal with anger. The following books were read and discussed: The Conflict Resolution Library: Dealing With Anger, by Marianne Johnston, and Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst.

Week 12.

Two lessons were taught during week 12, using lesson cards 32 and 33. The objective for lesson five, "Dealing with Having Things Taken Away," was to teach children nonviolent alternative solutions to dealing with someone who takes something away. The warm up activity was a song, "Take a Deep Breath," from the cassette tape. This lively tune was a good way to help students remember how to calm down. The picture card for the lesson depicted a child having to deal with another child who took something away from her. The strategies for dealing with this problem were to calm down, give an "I" message, and invite the other person to play together or take turns.

Lesson six "Dealing with Not Getting What You Want" was the last lesson in the program. This lesson helped students identify reasons for being told "no" in given situations and gave alternatives for the denied activity/object. During role play situations, classroom scenarios were practiced, as well as those that happen with families.

Literature experiences for the week included A Children's Book About Teasing, by Joy Berry, and Luka's Quilt, by Georgia Guback. The first book provided a good review for dealing with name-calling. The second book was an excellent follow up for dealing with not getting what one wants.

Week 13.

A parent communication letter was sent home at the beginning of the week explaining the skill steps and acceptable behaviors the students learned in dealing with angry feelings (Appendix P). Two culminating activities took place during the week. The first was an expository writing assignment for dealing with anger. The topic sentence was, "I learned three things about angry feelings." (Appendix Q). The second was a culminating activity for the entire Second Step program. The students role played problem situations and demonstrated the skills learned during a performance for the principal of the school (Appendix J). One of the benefits of an activity of this nature was the opportunity it provided for the students to learn the skills through the many rehearsals. The performance was well received by the principal, and the students were quite proud of themselves. Post-project interviews were held during the week.

CHAPTER IV

Results

Objective One Results

The target students were expected to identify a problem when presented with common classroom conflicts and to provide examples of at least two solutions for objective one. Two different methods were used to measure the criteria for this objective. This was done to check knowledge of skills, as well as ability to apply skills during actual conflicts. During pre-project interviews, the target students were presented with three problem scenarios (Appendix D). They were asked to identify the problem and provide at least two solutions for each. A post-project interview was held during week 13, and again the target students were asked to identify the problems and provide two solutions.

The second method involved observations of the target students in actual conflicts. They were asked to identify the problem and offer at least two solutions during interpersonal conflicts. Observations were made during weeks one, three, six, nine and 12. The observation form can be found in Appendix E. The number of incidents vary due to the number of actual conflicts observed in a given week. They represent conflicts in which positive resolutions had not been displayed. Independent use of problem solving skills during conflicts are represented in the last column. Students One, Two, Four and Seven (five of the seven students) met the objective in both methods used.

Post-Project Interview Results

Student One improved from 50 percent on the pre-project interview to 100 percent on the post-project interview (Appendix R). Students Two and Five improved from scores of 33 percent to 100 percent. Students Three and Six did not meet the objective. However, they did show an increase from zero to 67 percent. Neither student had been able to identify a problem on the pre-project interview. Both students made significant gains on the post-project interviews, with Student Three identifying each problem and Student One identifying two of the three problems. Student Three moved just after week nine and the completion of unit two (Impulse Control). Therefore, this student's second score was obtained during week nine. Students Four and Seven improved from 17 percent on the pre-project interviews to 100 percent on the post-project interviews. Although each student did not achieve 100 percent on the post-project interviews, 86 percent of the group (six of the seven students) were able to identify the problems in each of the three scenarios given, and 83 percent (five of the seven students) were able to provide two or more solutions.

Results from Interviews During Interpersonal Conflicts

By week 12, students One, Four, and Seven identified problems and at least two solutions when involved in interpersonal conflicts (Appendix S). Student Two identified the problem and at least one solution. This student frequently became silent when confronted about conflicts. The fact that this student would discuss a problem indicates progress. As stated earlier, Student Three was unable to identify a problem in the beginning of the

project. By week nine, this student was able to identify the problem in each situation and name two solutions in one situation. Student Five was not observed having interpersonal conflicts during week nine or twelve. Both weeks, however, indicate independent use of skills, as evidenced by the chart. Students Six and Seven did not display interpersonal conflicts during the first few weeks of the project. Both students' aggressive and impulsive behaviors increased in later weeks. Student Six was not able to consistently identify a problem or a solution. Student Seven was able to identify a problem and provide two solutions by the last week of observations. This student also used the skills in resolving conflicts. By week 12, 83 percent (five of the six remaining students) could identify a problem, and 50 percent could provide two solutions.

Objective Two Results

Objective two stated that four of the seven target students would decrease aggressive and impulsive behaviors by 20 percent from baseline data. Observations took place daily in three settings during project implementation: independent seatwork, line behavior (to and from special classes and lunch), and large group instruction, particularly during a 30-minute period on the carpet. Aggressive and impulsive behaviors were observed in each behavior category: hitting/pushing/touching, invading personal space, and calling out. The observation checklist used for baseline data collection was also used for daily observations for objective two (Appendix A). Four students met this objective, as shown in Table 2.

Table 2

Individual Weekly Behavior Totals

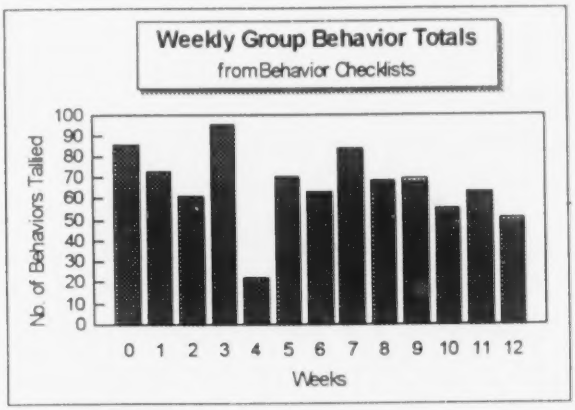
	Weeks													
Student	0	1	2	3	4	5	6	7	8	9	10	11	12	%
1	30	22	26	41	8	27	28	37	29	25	11	23	16	47
2	12	9	9	20	4	19	10	17	15	10	9	11	11	8
4	19	18	8	12	3	8	9	15	7	7	11	9	5	74
5	10	11	10	9	3	9	5	8	6	7	8	8	8	20
6	8	9	3	8	2	1	2	3	3	7	9	5	5	38
7	6	4	5	5	2	6	9	4	8	13	7	7	6	0
Totals	85	73	61	95	22	70	63	84	68	69	55	63	51	40

Note. The zero column (0) indicates baseline.

The last column (%) indicates percentage of decrease.

All of the target students were successful in decreasing aggressive and impulsive behaviors in at least one or more areas. Behaviors varied from week to week. Weekly individual behaviors can be found in Appendix T. Total behaviors for the target group decreased from 85 incidents to 51 incidents, a 40 percent improvement, as shown in Figure 1.

Figure 1



Students One and Four met the objective and showed a decrease in all areas. Student One showed a decrease of 62 percent in hitting/pushing/touching, a 25 percent decrease in invading personal space, and a 38 percent decrease in calling out. Student Four decreased the first behavior, hitting/pushing/shoving, by 75 percent. This was, for the most part, a steady decline, with the exception of weeks one and nine. This student showed a decrease of 100 percent in the second behavior, personal space. Calling out showed a decrease of 67 percent for this student.

Student Two did not meet the objective. However, there was a decrease in hitting/pushing/touching of 67 percent. The second behavior, invading personal space, showed an increase of 125 percent. This student had frequent problems during seatwork because of difficulty in staying on task. The student circulated the room and often moved closer or stood over other students' desks. However, there was a significant improvement in this student's work habits and completion of daily assignments by the end of implementation. There was a decrease of 200 percent in the third category, calling out.

Student Three showed a decrease of 83 percent in the first behavior from baseline data to week nine, before moving away. There was an increase in the second and third behavior categories by week nine: 50 percent for personal space and 33 percent in the area of calling out. Impulse control posed a problem for this student, which could have contributed to the increase in the last two behaviors.

Student Five met the objective with a decrease of 25 percent for the first category, hitting/pushing/touching. There was a

decrease in the second category, personal space, of 100 percent. The category for calling out increased by 67 percent.

Student Six met the objective. However, there was no change from baseline data to week 12 for the first category, hitting/pushing/touching. This category showed an increase during weeks nine, ten and eleven. There was a 50 percent decrease in the category of personal space. The area of calling out decreased by 100 percent. This student had a language deficit that hindered the ability to understand and produce appropriate language. There was also increasing frustration with academic subjects. These problems could have accounted for the continued problem in the first category.

Student Seven did not meet the objective. This student showed an increase of 100 percent from baseline data for the first category, hitting/pushing/touching. A parent conference revealed previous problems with aggressive behavior in kindergarten. The second and third categories showed a decrease of 100 percent.

Objective Three Results

Objective three stated that the target students would name the physical signs of anger and provide at least three ways to reduce angry feelings. This objective was measured by pre- and post-project interviews. The target students were asked to describe the physical signs of anger (facial and bodily) and when given examples of various conflicts, to state three ways to reduce angry feelings (Appendix F). Student Three moved before this unit began. Five of the six remaining students achieved 100 percent on the post-project interviews. Students One, Four, and Seven improved from 40 percent to 100 percent. Student Two improved from

60 percent to 100 percent. Student Five improved from zero to 100 percent. Student Six improved from zero to 80 percent, even though the objective was not met. Results can be seen in Table 3.

Table 3

Anger Management Pre- and Post-Project Results

Objective 3

Student	Pre-project Interviews				Post-project Interviews			
	Name Physical Signs of Anger		Three Ways to Deal with Anger		Name Physical Signs of Anger		Three Ways to Deal with Anger	
	Face	Body		*Score*	Face	Body		*Score*
1	yes	no	1	40%	yes	yes	3	100%
2	yes	no	2	60%	yes	yes	3	100%
3	yes	no	0	20%	moved before unit began			
4	yes	no	1	40%	yes	yes	3	100%
5	no	no	0	0%	yes	yes	3	100%
6	no	no	0	0%	yes	yes	2	80%
7	yes	no	1	40%	yes	yes	3	100%

Note. Each score was obtained from a total of five items.

Objective Four Results

Objective four stated that the target students would identify at least five of the six emotions from unit one. Pre- and post-project interviews were held. Pictures from pages 100 and 101 of the Second Step Teacher's Guide. The entire group of targeted students met the objective by 100 percent (Appendix U).

The McClellan and Katz social attributes checklist that was used to gather pre-project information on the target students was repeated during week 13. Results of the evaluation are presented

in Appendix V. Four students made gains in the number of attributes from the checklist. Student One made a gain of four attributes. Student Two gained three attributes. Student Three, who moved after the ninth week, remained the same in the attributes checked. Student Four mastered 100 percent of the attributes listed, a gain of six attributes. Student Five gained seven attributes. Student Six showed a decrease of two attributes. Student Seven remained the same in the number of attributes checked; however, there was a change in the actual attributes checked.

CHAPTER V

Discussion, Conclusions, Implications, and Recommendations

Discussion

The results of this project confirm the research that empathy training, identifying problems in conflict situations, listening, and communicating are necessary skills for resolving conflicts positively, and that negative behaviors can be changed with interventions (Brentro & Long, 1995; Dusenbury, et al., 1997). In addition, the results support the idea that a program should be implemented with the total student body. Although this project was implemented on a smaller scale, it did include the entire first grade class, rather than a few target students. There was a noticeable difference in the overall behavior of the entire group of students.

Results of the observations of problem solving skills indicated that by the end of the implementation period, most of the target students were beginning to resolve conflicts independently (Appendix V). When involved in interpersonal conflicts, most of the target students were able to demonstrate the necessary problem solving skills once they had calmed down. Anger management techniques proved to be essential to the program.

The McClellan and Katz Social Attributes Checklist (that was used to gather baseline data on the target group) is meant to be used periodically throughout the year. For this project, it was used only twice, both times being close to mid-year. The fact that most students made gains in a relatively short span of time

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further supports the research that effective programs can change behaviors.

Conclusion

The lives of children can be affected in positive ways through interventions to change negative behavior patterns. These behavior patterns did not develop overnight and cannot be changed instantly through a few short lessons. Research has shown that programs that include a positive school atmosphere, along with a comprehensive violence prevention program that uses direct teaching techniques, practice in using skills through role playing and other activities, and parent involvement can bring positive results over time.

The three units of the Second Step program, empathy training, impulse control, and anger management included direct teaching techniques using a variety of visuals, puppets, role playing activities, and a parent component. Results of the project in the researcher's class confirm that the Second Step program was effective.

Implications

It is difficult to measure the pride the students felt in their accomplishments. Daily positive comments from faculty members, parents, and students added further encouragement. The students could see the benefits of positive behavior.

Effective violence prevention programs help children transfer their skills to non-school settings (Dusenbury, et al. 1997). A few students in the researcher's class mentioned the use of problem solving and anger management skills during conflicts at home through their informal journal entries and other writing

activities. One child taught a relative how to deal with angry feelings, after overhearing a phone conversation between the mother and the relative, who was expressing anger at the spouse. According to the parent, the child asked for the phone in order to describe what to do about angry feelings!

The researcher has used at least three other violence prevention programs in the past. The programs were not effective because the students never learned to apply the skills during actual conflicts. Even though the programs were basically developmentally appropriate and included activities, songs, and stories, they did not build the foundations the children needed in order to acquire the skills taught, nor did they provide enough useful materials or activities to continue use. They were primarily meant for the first two to three weeks of the school year. There is no substitute for a research based, comprehensive program, such as Second Step, in helping children achieve social competence and become healthy and productive citizens.

Recommendations

The results of the Second Step program in the researcher's class after 13 weeks of implementation are encouraging. The researcher recommends that the program be used throughout the year in Head Start and Kindergarten, as well as first grade at the target school. The expansion of the program would help in preventing or changing negative behavior patterns and set the stage for positive school experiences that are essential to a child's success.

Johnson, D. W., Johnson, R. T., Dudley and Burnett (1992) recommended that students over-learn skills so they will use them

automatically and be able to transfer their use in problem situations, both in and out of the school setting. The Second Step program provides materials for use from pre-school through middle school. Ideally, the program should be used throughout the year and across grade levels. A total school program would constantly reinforce the skills in a school environment that would provide consistency and clear expectations for appropriate behavior. The parent component could be extended through workshops for families to gain an understanding of the program and the use of skills taught. The program would be most effective if introduced during the fall, before students formed relationships and behavioral habits that are difficult to change.

Literature connections for the program were very important in reinforcing the skills and concepts. However, some of the books recommended in the kit were out of print and could not be found. Fortunately, there is a wide variety of literature available in public and school libraries today that includes current issues and multicultural themes to help children connect ideas to real life.

The Second Step program was shared with several members of the faculty, including the entire first grade team of teachers. The results of the program, as well as the observable improvement in behavior in the researcher's class, inspired team members to use the program. Therefore, the first grade team will write a grant in the fall to acquire funds to purchase the program for each first grade class. The program is currently being used with incoming first graders in a remedial summer school class at the target school (Appendix W).

Further studies for the effectiveness of a program should be

done by following student progress from the early intervention stage through middle or high school. Variables that should be considered are school climates, student mobility rate, and staff training for program implementation.

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Appendixes

Appendix A

Behavior Checklist

Week ____

	Student	Hitting, Pushing/Touching	Invading Personal Space	Calling Out
Seatwork	1			
	2			
	3			
	4			
	5			
	6			
	7			
Line	1			
	2			
	3			
	4			
	5			
	6			
	7			
Carpet	1			
	2			
	3			
	4			
	5			
	6			
	7			

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The Social Attributes Checklist

I. Individual Attributes

The child:

1. Is usually in a positive mood
2. Is not excessively dependent on the teacher, assistant or other adults
3. Usually comes to the program/setting willingly
4. Usually copes with rebuffs and reverses adequately
5. Shows the capacity to empathize
6. Has positive relationships with 1 or 2 peers; shows capacity to really care about them, miss them if absent, etc.
7. Sometimes displays the capacity for humor
8. Does not seem to be acutely lonely

II. Social Skill Attributes

The child usually:

1. Approaches others positively
2. Expresses wishes, preferences clearly; gives reasons for actions/positions
3. Asserts own rights and needs appropriately
4. Is not easily intimidated by bullies
5. Expresses frustrations and anger effectively and without harming others or property
6. Gains access to ongoing groups at play and work
7. Enters ongoing discussion on the subject; makes relevant contributions to ongoing activities
8. Takes turns fairly easily
9. Shows interest in others; exchanges information with and requests information from others appropriately
10. Negotiates and compromises with others appropriately
11. Does not draw attention to self
12. Regularly gains access to ongoing groups at play and work
13. Interacts nonverbally with other children with smiles, waves, nods, etc.
14. Accepts peers and adults of other ethnic groups

III. Peer Relationship Attributes

The child is:

1. Usually accepted versus neglected or rejected by other children
2. Sometimes invited by other children to join them in play, friendship, and work

The Social Attributes Checklist by McClellan and Katz

McClellan, D. E., & Katz, L. G. (1992, Fall). Assessing the social development of young children - A checklist of social attributes. Dimensions of Early Childhood, 9-10.

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Appendix C

"The Social Attributes Checklist" - Baseline Data

+ indicates student usually displays the skill

Individual Attributes

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
1. +	1.	1. +	1.	1. +	1. +	1. +
2. +	2. +	2. +	2. +	2. +	2.	2.
3. +	3.	3. +	3. +	3.	3. +	3. +
4.	4.	4. +	4. +	4.	4. +	4. +
5.	5.	5. +	5. +	5. +	5. +	5. +
6.	6.	6. +	6. +	6. +	6. +	6. +
7. +	7. +	7. +	7. +	7. +	7. +	7. +
8. +	8. +	8. +	8. +	8. +	8. +	8. +

Social Skill Attributes

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
1.	1.	1.	1.	1.	1. +	1. +
2.	2.	2.	2.	2.	2.	2. +
3.	3.	3.	3.	3.	3. +	3. +
4. +	4. +	4. +	4. +	4. +	4. +	4. +
5.	5.	5.	5.	5.	5. +	5.
6.	6.	6. +	6. +	6. +	6. +	6. +
7. +	7.	7.	7. +	7. +	7.	7. +
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13. +	13. +	13. +	13. +	13. +	13. +	13. +
14. +	14. +	14. +	14. +	14. +	14. +	14. +

Peer Relationship Attributes

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
1. +	1.	1.	1. +	1. +	1. +	1. +
2. +	2. +	2. +	2. +	2. +	2. +	2. +

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Appendix D

Problem Solving Pre-test/Post-test

1. Situation

Four children are allowed in the writing center. _____ and _____ arrive at the center at the same time. There are three people already there.

(a) What is the problem?

(b) What can they do about it?

(c) If that doesn't work, what else can they do?

(d) Is there another way to solve the problem?

2. Situation

_____ and _____ sit next to each other during carpet lesson time. _____ keeps talking to _____ while the teacher is talking.

(a) What is the problem?

(b) What can they do about it?

(c) If that doesn't work, what else can they do?

(d) Is there another way to solve the problem?

3. Situation

You were standing in line, and someone got in front of you.

(a) What is the problem?

(b) How does that make you feel?

(c)What can you do to solve the problem?

(d) If that doesn't work, what else can you do?

(e) Is there another way to solve the problem?

Appendix E

Checklist for Interpersonal Conflicts

Objective One

Week _____

Student	Conflict	Identify Problem	Solutions	Independent Use of Skill
1				
2				
3				
4				
5				
6				
7				

Appendix F

Anger Management

Pre/Post Project Interview

1. How can you tell when you are angry?

(a) What happens to your face?

(b) What happens to your body?

2. Ask, "What if someone..., and it makes you angry?"

(examples of situations that may cause anger: name calling, someone getting ahead in line, having something taken away)

What are some things you can do when you feel angry?

(Student should name at least three things.)

Appendix G

Time Line for Second Step Lessons

Week 1 - January 11-15 (Three lessons)

Unit 1, Lesson 1: Empathy Training - What is Second Step?

Unit 1, Lesson 2: Empathy Training - Feelings

Unit 1, Lesson 3: Empathy Training - More Feelings

Week 2 - January 20-22 (Two lessons)

Unit 1, Lesson 4: Empathy Training - Same or Different

Unit 1, Lesson 5: Empathy Training - Feelings Change

Week 3 - January 25-29 (Three lessons)

Unit 1, Lesson 6: Empathy Training - If...Then

Unit 1, Lesson 7: Empathy Training - Not Now...Maybe Later

Unit 1, Lesson 8: Empathy Training - Accidents

Week 4 - February 1-5 (Three lessons)

Unit 1, Lesson 9: Empathy Training - What is Fair?

Unit 1, Lesson 10: Empathy Training - I Feel...When...

Unit 1, Lesson 11: Empathy Training - Listening

Week Five - February 8-12 (Three lessons)

Unit 1, Lesson 12: Empathy Training - I Care

Unit 2, Lesson 1: Impulse Control - Slow Down---Stop and Think

Unit 2, Lesson 2: Impulse Control - What is the Problem?

Week 6 - February 16-19 (Two lessons)

Unit 2, Lesson 3: Impulse Control - What Can I Do?

Unit 2, Lesson 4: Impulse Control - Choose an Idea

Week 7 - February 22-16 (Two lessons)

Unit 2, Lesson 5: Impulse Control - Is It Working?

Unit 2, Lesson 6: Impulse Control - Sharing

Appendix G Continued

Second Step Time Line Continued

Week 8 - March 1-5 (Two lessons)

Unit 2, Lesson 7: Impulse Control - Taking Turns

Unit 2, Lesson 8: Impulse Control - Trading

Week 9 - March 8-12 (Two lessons)

Unit 2, Lesson 9: Impulse Control - Paying Attention

Unit 2, Lesson 10: Impulse Control - Interrupting Politely

Week 10 - March 15-19 (Two lessons)

Unit 3, Lesson 1: Anger Management - Am I Angry?

Unit 3, Lesson 2: Anger Management - Calm Down

Week 11 - March 20-21 (Two lessons)

Unit 3, Lesson 3: Anger Management - Dealing with Being Hurt

Unit 3, Lesson 4: Anger Management - Dealing with Name Calling

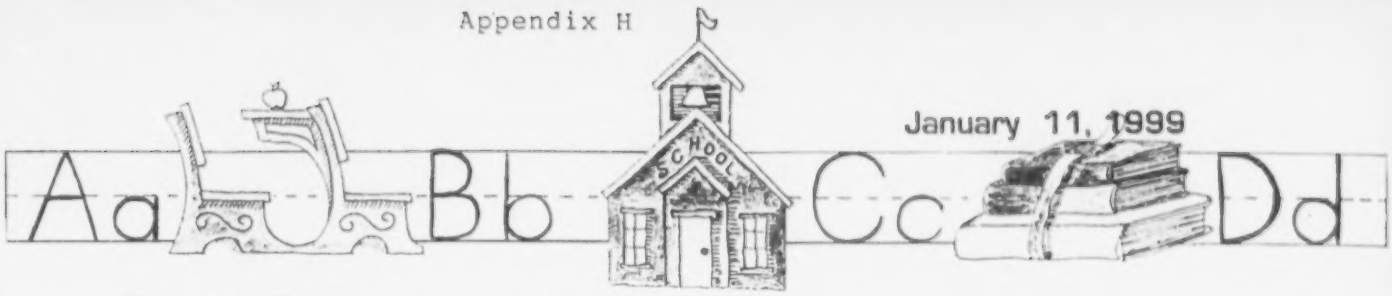
Week 12 - March 29-April 2 (Two lessons)

Unit 3, Lesson 5: Anger Management - Dealing with Having Things Taken Away

Unit 3, Lesson 6: Anger Management - Dealing with Not Getting What You Want

Week 13 - April 5-9

Culminating Activities



January 11, 1999

Dear Families,

We are starting an exciting new program in our class called Second Step. The goal of this program is to build children's social skills and self-esteem by giving them tools to solve everyday problems. Children who learn and use the skills presented in this program are more likely to get along with other people and to do better in school. The program helps children learn to identify feelings, predict how other people feel and show others that they care. Children learn to solve problems and to perform social skills, such as sharing and taking turns. They also learn what to do when they feel angry and to redirect their feelings in more positive ways.

You will be receiving more letters as the program progresses, so you will know what your child is learning. Talking about the program with your child will help him/her use the new skills at home.

Please let me know what you think of the Second Step program. Also, from time to time I would like to take pictures of children using the skills they are learning. Please sign and return the bottom portion of this note if your child has permission to be photographed.

Thank you.

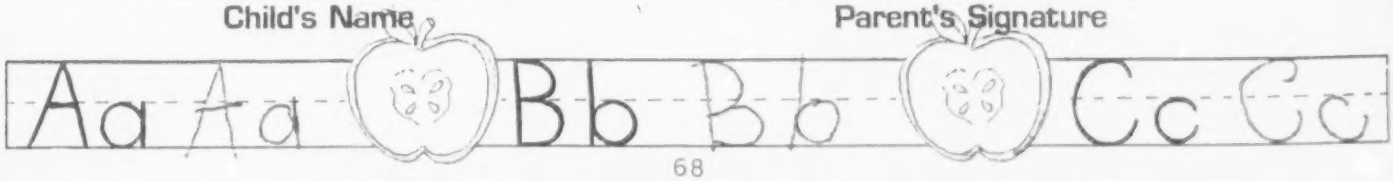
Sincerely,

Linda Renicks

My child has permission to be photographed.

_____ _____

Child's Name Parent's Signature



Appendix I

Culminating Activity for Unit Two: Impulse Control

Social Skill Steps

69

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Appendix J

Culminating Activity for Second Step Program

Sharing

70

Appendix J Continued

Culminating Activity for Second Step Program

Paying Attention

Name Calling

Appendix J Continued

Culminating Activity for Second Step Program

Getting Hurt

Having Things Taken Away

Appendix J Continued

Culminating Activity for Second Step Program

Joining In

Butting in Line

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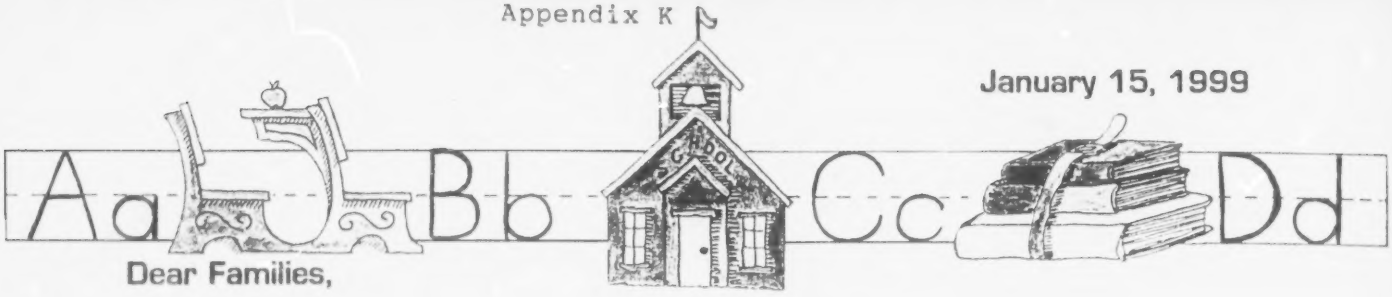
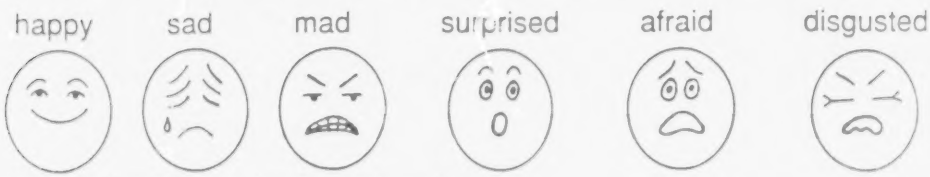


January 15, 1999

Dear Families,

During the next two months your child will be learning about feelings:



Your child will also be learning that:

- people may have different feelings from each other.
- feelings may change.
- some actions are accidents.

And your child will learn to:

- predict other's feelings.
- tell others how he or she feels.
- listen to others.

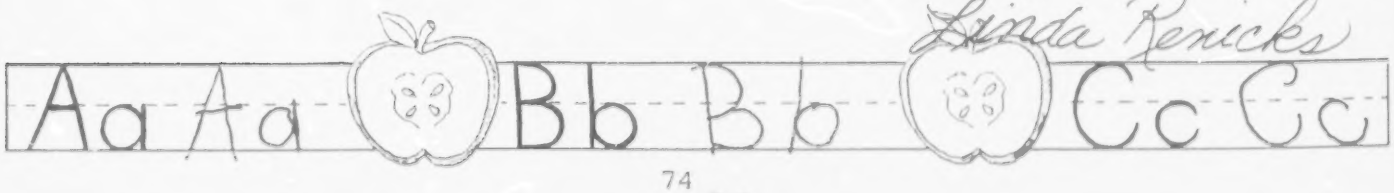
Here are some suggested activities you can do with your child:

1. Use the attached faces and have your child match them with the feelings.
2. Play "I feel _____when_____" by filling in the spaces with different feelings and situations.
3. When reading a book, talk about the characters' feelings and discuss times you and your child felt the same way.
4. When your child is showing a feeling, help him or her give the feeling a name.

By listening to and talking about feelings, you will be helping your child to feel valued and to be more understanding of others' feelings. I hope that you have time to work on these skills at home. Let me know!

Sincerely,

Linda Renicks



happy

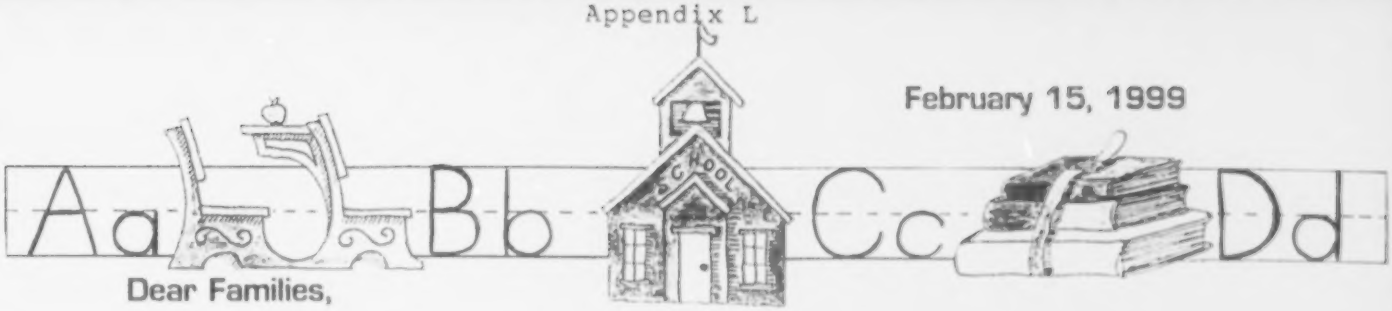
sad

mad

afraid

surprised

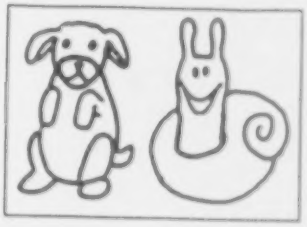
disgusted



February 15, 1999

Dear Families,

Your child will soon be learning how to solve problems along with "Impulsive Puppy" and "Slow Down Snail" (puppets from the Second Step program). Your child will be using the following steps:



1. What is the problem?
2. What can I do?
3. What might happen if...?
4. Choose an idea and use it.
5. Is it working? If not, what can I do now?

You can **practice** the steps with your child by doing the following:

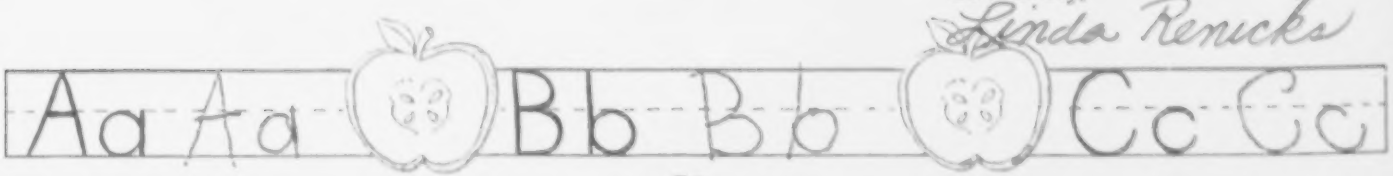
- Instead of solving your child's problem for her/him ask, "What could you do?" followed by, "That's one idea; what else could you do?"
- When your child comes up with solutions, hold back from judging each idea. After s/he has thought of several ideas, ask your child to evaluate each one (what s/he thinks will happen if s/he tries each one).
- To help evaluate ideas you may also ask:
  - Is it safe?
  - How will people feel?
  - Is it fair?
  - Will it work?
- If one idea doesn't work, encourage your child to try another one.
- Practice solutions with your child. For instance, if s/he is trying to solve the problem of being bored, and chooses to call a friend, have her/him practice what to say before making the call.

In class your child will be practicing the following social skills: *joining in, sharing, taking turns, trading, paying attention* and *interrupting politely.* You may hear about these "role plays" from your child. You will receive a letter explaining the steps we use for each social skill so that your child can practice them at home.

Attached is a list of books for parents which are helpful in teaching the skills found in Second Step.

Sincerely,

Linda Renicks



Books for Parents

How to Talk So Kids Will Listen and Listen So Kids Will Talk, by Adele Faber and Elaine Mazlish, New York, Avon Books, 1980.

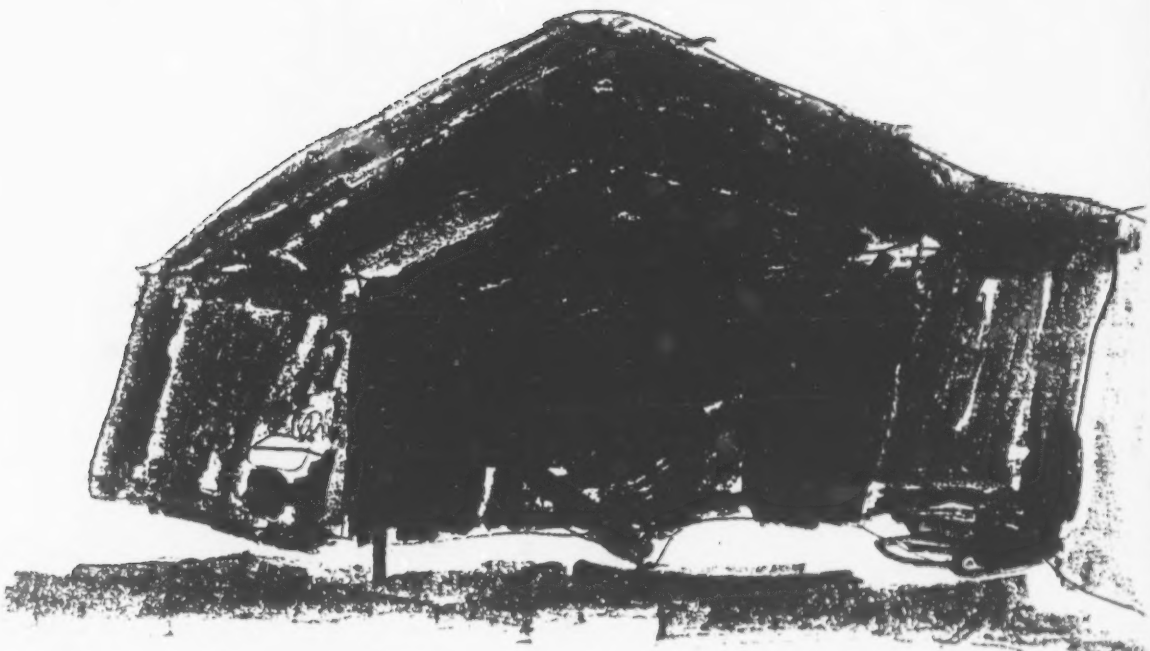
Raising a Thinking Child: Help Your Young Child to Resolve Everyday Conflicts and Get Along with Others, by Myrna B. Shure, New York, Henry Holt, 1994.

Kids Can Cooperate, by Elizabeth Crary, Parenting Press, Inc., Dept. 601, P.O. Box 75267, Seattle, WA 98125

The Children's Problem Solving Books, by Elizabeth Crary, Parenting Press, Inc., Dept 601, P.O. Box 75267, Seattle, WA 98125, or call 1-800-992-6657. Also available in our public library (j155.418/Cra):

I Want It
I Want to Play
My Name is Not Dummy
I'm Lost
I Can't Wait
Mommy, Don't Go

Appendix M



Self-control is waiting for your mom to get out of the bath and not yelling at her

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Self-control is Wating to goto the carpet when I want to run

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March 16, 1999

Dear Families,

As we come to the end of unit two, "Impulse Control", in our Second Step program, I thought it might be helpful for you to have a copy of the steps to take for using each of the social skills taught in the unit.

They are as follows:

Joining In (when others are already playing):

1. Ask, "What are you doing?"
2. Say something nice about it.
3. Ask, "May I play with you?"

Sharing:

1. Say, "I like to (Name what the other person is doing.)
2. Ask to share by saying, "Will you share that with me?"

Taking Turns:

1. Say, "I would like to have a turn."
2. Do something else while you wait.

Interrupting Politely:

1. Wait quietly for a stop in the talking.
2. Say, "Excuse me."
3. Say what you want to say.

Trading:

1. Choose something the person might like.
2. Say, "Would you like to trade this for that?"

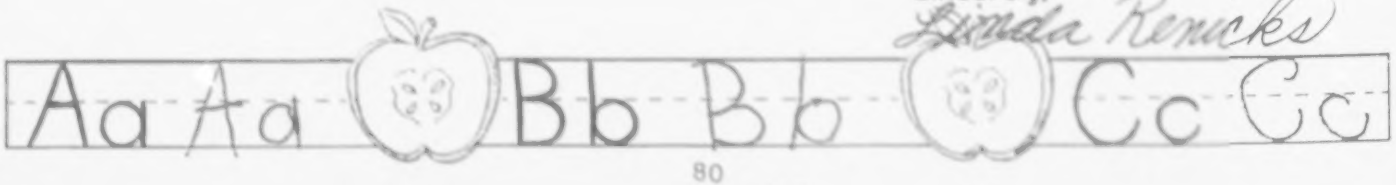
Paying Attention

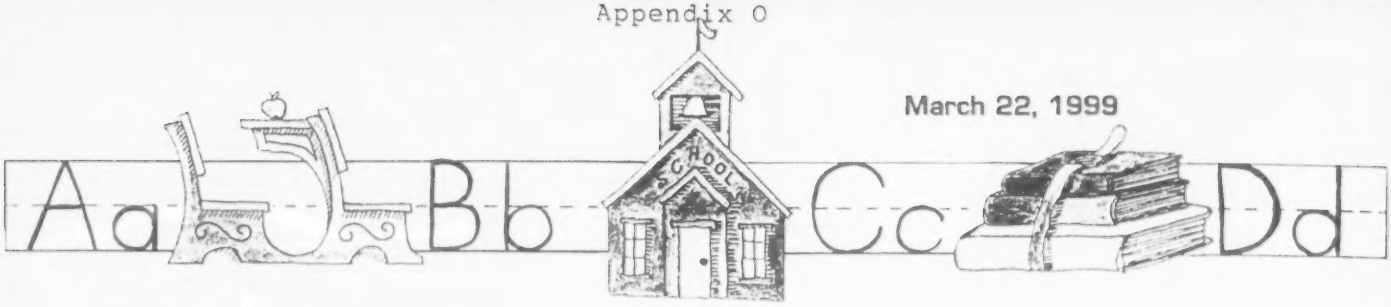
1. Look at and listen to the teacher.
2. Turn away from people who try to get your attention.

Thank you for your continued support.

Sincerely,

Linda Renicks





March 22, 1999

Dear Families,

For the next few weeks your child will be learning what to do about angry feelings. Your child will be taught the following to say to her/himself:

1. How do I feel?
2. Calm down:
   - take three deep breaths.
   - count slowly to five.
3. Say "calm down."
4. Talk to a grownup about my feelings.

The children are taught that it's okay to feel angry. Feeling angry is not "bad", but how one acts when angry is where many children run into problems. Angry behavior (pushing, hitting, etc.) is not all right.

You can help your child deal with anger by doing the following:

- Help your child to recognize when s/he is angry.
  Ask "How do you feel about that?" or say "Oooh, that must have been hard on you."

- Take deep breaths, count slowly and say "calm down" with your child when s/he is angry.

- Give your full attention when listening to your child's feelings.
  Some feelings are hard to accept, but a child can often work out these feelings by talking about them.

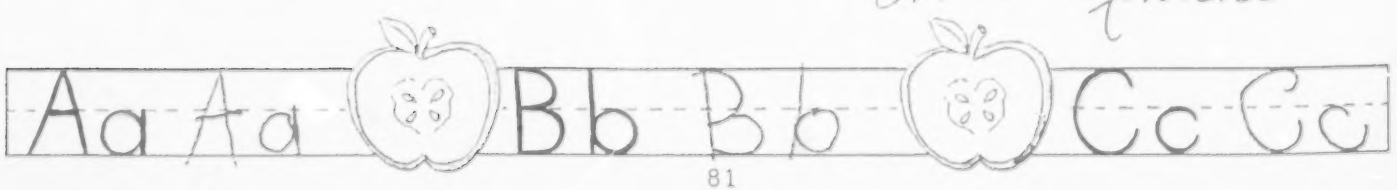
- Let your child see you use the skills in real life situations. This may mean thinking out loud as you go through the problem-solving steps.

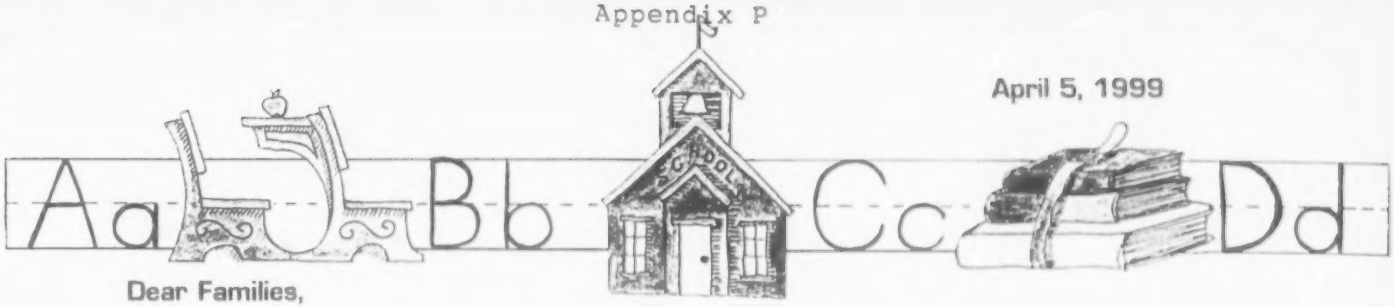
In class your child will be practicing *calming down and dealing with: being hurt, being called names, having things taken away, and not getting what one wants.*

Thanks again for your support!

Sincerely,

Linda Renicks





April 5, 1999

Dear Families,

Anger management was the last unit in our Second Step program. Below is a list of skills and acceptable behaviors children can use in dealing with angry feelings:

Three things you can do to calm down when you feel angry:

1. Take three deep breaths.
2. Count slowly to five.
3. Say softly, "Calm down."

Two things to remember when you are playing, and you get hurt:

1. Calm down (three steps).
2. Give an "I message."

Two things to remember when you accidentally hurt someone:

1. Say, "I'm sorry."
2. Say, "It was an accident."

Three things to remember if you want to stop name-calling:

1. Calm down.
2. Give an "I message."
3. Say, "Stop it."

Three things to remember when someone grabs something away from you:

1. Calm down.
2. Give an "I message."
3. Say, "Let's play together" or "Let's take turns."

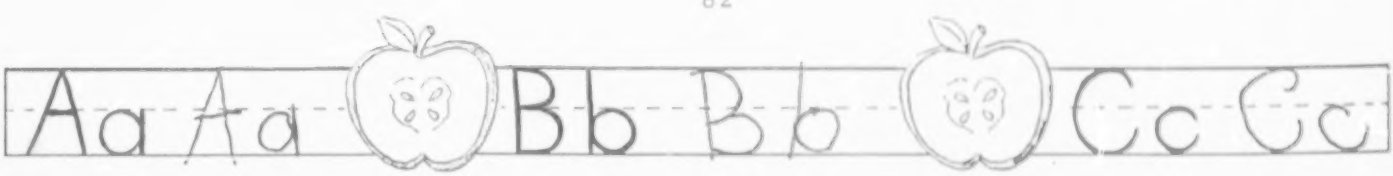
Three things to remember when you do not get what you want:

1. Show a good attitude.
2. Ask for something else.
3. Accept the answer.

Remember, if the skill steps are different from the ones your family uses, talk to your child about the differences. These ideas do not necessarily replace the ones you are using. Thanks again for your support.

Sincerely,

Linda Renicks



I lrde three things abot
anc gry felings.
Frst I need to come done by
counting slowly to five
Next I can give them an
I mesij if thay hit me
Last I can say can I Play
that toy with you.
thes are the thas I
lrde in angry felings.

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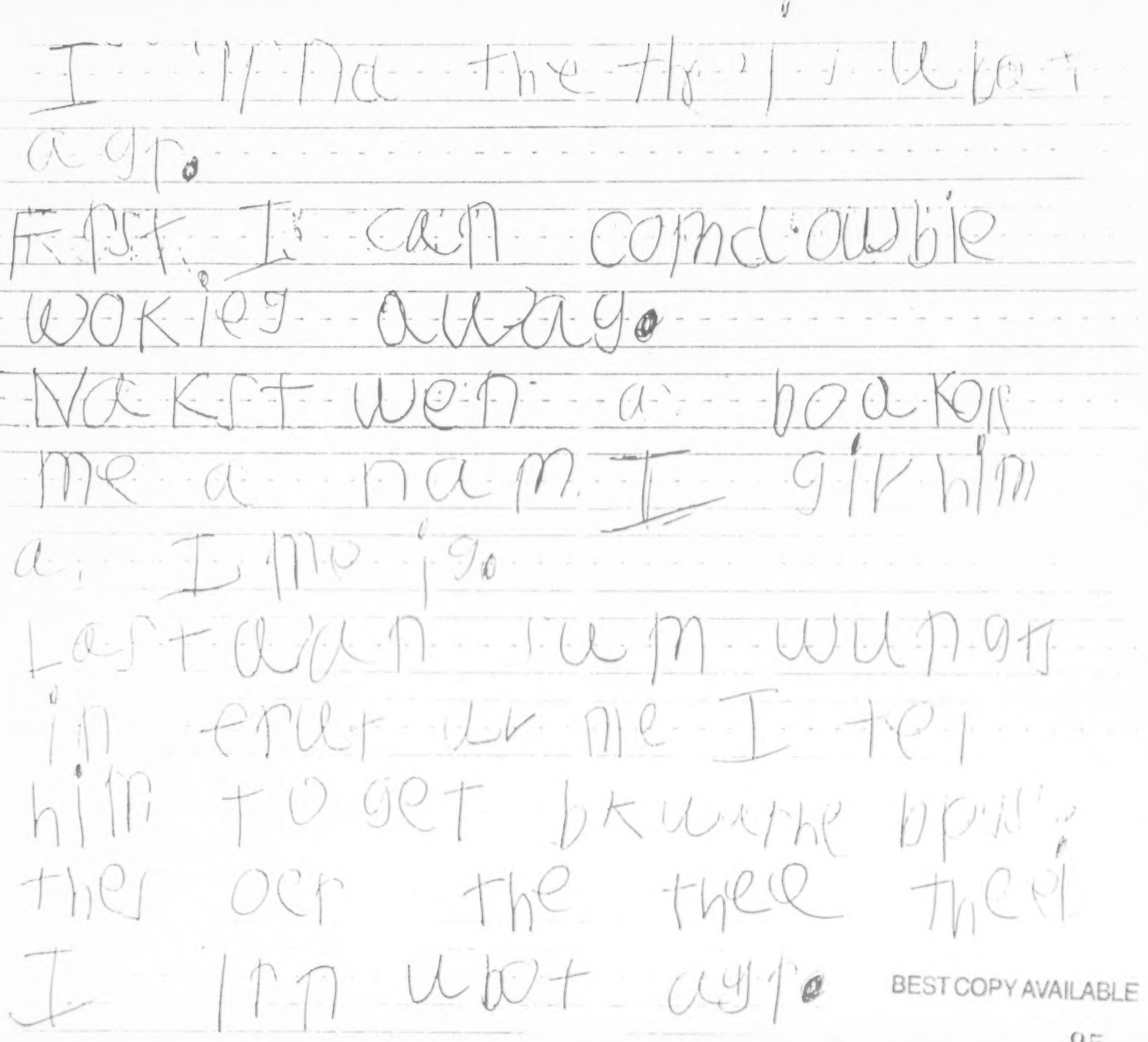

Appendix O Continued

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Appendix R

Objective One

Problem Solving

Pre-Post Project Interviews

	Pre-Post Interview			Post-Project Interviews		
Student	Identify Problem	Provide Two Solutions	Percentage Correct	Identify Problem	Provide Two Solutions	Percentage Correct
1	1. yes 2. yes 3. yes	1 1 1	50%	1. yes 2. yes 3. yes	2 3 2	100%
2	1. yes 2. yes 3. no	1 1 0	33%	1. yes 2. yes 3. yes	2 2 3	100%
3	1. no 2. no 3. no	1 1 0	0	1. yes 2. yes 3. yes	1 1 2	67%
4	1. no 2. no 3. yes	1 1 0	17%	1. yes 2. yes 3. yes	2 3 2	100%
5	1. yes 2. no 3. yes	0 1 1	33%	1. yes 2. yes 3. yes	2 2 3	100%
6	1. no 2. no 3. no	0 1 1	0	1. yes 2. no 3. yes	2 2 3	67%
7	1. no 2. no 3. yes	1 1 1	17%	1. yes 2. yes 3. yes	2 2 3	100%

Note. There were a total of six items being evaluated in each box.

Appendix S

Use of Problem Solving Skills in

Interpersonal Conflicts During Observations

Objective One

Student One

Weeks	Identify Problem	Number of Solutions	Independent Use of Skills
1	yes	1	
	no	1	
3	yes	1	
	no	1	
	no	0	
6	yes	1	
	no	0	
	yes	2	
9	yes	2	1
12	yes	2	1

Student Two

Weeks	Identify Problem	Number of Solutions	Independent Use of Skills
1	no	0	
3	no	0	
	no	0	
6	yes	0	
9			1
12	yes	1	1

Student Three

Weeks	Identify Problem	Number of Solutions	Independent Use of Skills
1	no	1	
	yes	1	
3	no	1	
	no	0	
	yes	0	
6	no	0	
9	yes	1	

Moved after ninth week

Appendix S Continued

Use of Problem Solving Skills in

Interpersonal Conflicts During Observations

Student Four

Weeks	Identify Problem	Number of Solutions	Independent Use of Skills
1	yes	1	
3	yes yes	1 2	
6	yes yes	1 2	
9	yes	1	1
12	yes	2	1

Student Five

Weeks	Identify Problem	Number of Solutions	Independent Use of Skills
1	yes	0	
3	no no	0 0	
6	yes yes	1 0	
9			1
12			1

Student Six

Weeks	Identify Problem	Number of Solutions	Independent Use of Skills
1			
3			
6	no	0	
9	yes	0	
12	no	0	

Student Seven

Weeks	Identify Problem	Number of Solutions	Independent Use of Skills
1			
3			
6	no	1	
9	yes yes	0 1	
12	yes	2	

Appendix T

Individual Behavior Totals for Observation Checklists

Objective Two

Student One

														% Change
Hit/Push/Touch	13	12	15	18	4	14	10	7	9	2	2	4	5	↓ 62%
Personal Space	4	3	2	6	0	4	2	10	5	0	1	4	3	↓ 25%
Call Out	13	7	9	16	4	9	16	20	15	23	8	15	8	↓ 38%
Weeks	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	

Student Two

														% Change
Hit/Push/Touch	6	7	4	12	2	9	3	4	4	2	4	6	2	↓ 67%
Personal Space	4	1	4	6	2	7	6	8	10	8	5	5	9	↑ 125%
Call Out	2	1	1	2	0	2	1	3	1	0	0	0	0	↓ 100%
Weeks	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	

Student Three

														% Change
Hit/Push/Touch	6	5	6	15	2	3	1	3	8	1				↓ 83%
Personal Space	4	2	2	4	1	2	3	5	6	6				↑ 50%
Call Out	3	5	5	2	1	2	6	0	7	4				↑ 33%
Weeks	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	

Student Four

														% Change
Hit/Push/Touch	8	12	6	8	2	6	6	9	5	4	3	4	2	↓ 75%
Personal Space	2	2	0	0	0	0	1	1	0	1	0	0	1	↓ 50%
Call Out	9	4	2	4	1	2	2	5	2	2	8	5	3	↓ 67%
Weeks	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	

Appendix T Continued

Individual Behavior Totals for Observation Checklists

Objective Two

Student Five

														% Change
Hit/Push/Touch	4	8	9	9	1	7	2	3	5	1	4	3	3	↓ 25%
Personal Space	3	3	1	0	0	2	2	2	0	1	1	0	0	↓ 100%
Call Out	3	0	0	0	2	0	2	4	1	5	3	5	5	↑ 67%
Weeks	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	

Student Six

														% Change
Hit/Push/Touch	4	7	3	5	2	1	2	2	2	7	5	5	4	-0-
Personal Space	2	1	0	0	0	0	1	0	1	0	4	0	1	↓ 50%
Call Out	2	1	0	3	0	0	1	0	0	0	0	0	1	↓ 50%
Weeks	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	

Student Seven

														% Change
Hit/Push/Touch	5	4	5	4	2	6	8	3	8	13	7	6	10	↑ 100%
Personal Space	1	0	0	1	0	0	0	0	0	0	0	1	0	↓ 100%
Call Out	1	0	0	0	0	0	0	1	0	0	0	0	0	↓ 100%
Weeks	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	

Appendix U

Emotions - Pre/Post Project Interview Results

Objective Four

Criteria: Name Five or Six Emotions

Identified Emotion = + Unable to Identify Emotion = -

Pre-Project Interview Results

Student	Happy	Sad	Angry	Surprised	Afraid	Disgusted	Number Correct
1	+	+	+	-	+	-	4
2	+	+	+	-	+	-	4
3	+	+	+	-	-	-	3
4	+	+	+	-	-	-	3
5	+	-	-	-	-	-	1
6	+	-	+	-	-	-	2
7	+	+	+	-	-	-	3

Post-Project Interview Results

Student	Happy	Sad	Angry	Surprised	Afraid	Disgusted	Number Correct
1	+	+	+	+	+	+	6
2	+	+	+	+	+	+	6
3	+	+	+	+	+	+	6
4	+	+	+	+	+	+	6
5	+	+	+	+	+	+	6
6	+	+	+	+	+	+	6
7	+	+	+	+	+	+	6

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Appendix V

The Social Attributes Checklist - Results from Pre/Post Implementation

+ indicates student usually displays the skill

Individual Attributes

Attribute	Student 1		Student 2		Student 3		Student 4		Student 5		Student 6		Student 7	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	+	+			+	+		+	+	+	+		+	+
2	+	+	+	+	+	+	+	+	+	+				+
3	+	+			+	+	+	+		+	+	+	+	+
4					+	+	+	+		+	+	+	+	+
5		+		+	+	+	+	+	+	+	+	+	+	+
6		+			+	+	+	+	+	+	+	+	+	+
7	+	+	+	+	+	+	+	+	+	+	+	+	+	+
8	+	+	+		+	+	+	+	+	+	+	+	+	+

Social Skill Attributes

Attribute	Student 1		Student 2		Student 3		Student 4		Student 5		Student 6		Student 7	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1		+						+		+	+	+	+	+
2								+		+			+	
3								+			+	+	+	+
4	+	+	+	+	+	+	+	+	+	+	+	+		+
5								+			+	+	+	+
6		+		+	+	+	+	+	+	+			+	+
7	+	+					+	+	+	+		+	+	+
8							+	+		+	+	+	+	+
9	+	+			+	+	+	+		+	+	+	+	+
10				+				+		+	+	+	+	+
11			+	+	+	+	+	+	+	+	+	+	+	+
12	+	+			+	+	+	+	+	+	+	+	+	+
13	+	+	+	+	+	+	+	+	+	+	+	+	+	+
14	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Peer Relationship Attributes

Attribute	Student 1		Student 2		Student 3		Student 4		Student 5		Student 6		Student 7	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	+	+					+	+	+	+	+	+	+	+
2	+	+	+	+	+	+	+	+	+	+	+	+	+	+

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The researcher discussed the Second Step program with the first grade team members. Results of the program show promise. Due to this, the program will be used by a first grade teacher at the target school for a remedial class of incoming first graders. The first grade team will write a grant in the fall in order to purchase the program for each first grade class. A program of this nature will benefit all children involved.

Robert Griffin
Principal

Cristy Grube
First Grade Team
Leader